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| **Year 3** | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |

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| Autumn | **Number: Place Value**  I can count forwards and backwards in 100s to 1,000.  I can recognise the place value of each digit in a three-digit number, focussing on the hundreds  I can read, write and represent numbers to 1,000 using different representations  I can partition three-digit number into different combinations of hundreds, tens and ones e.g. 146 = 100 + 40 + 6, 146 = 130 + 16.  I can round any whole number to the nearest 10 and 100 (number line to 1000).  I can find 1, 10 or 100 more or less than a given number  I can compare objects and numbers to 1,000  I can order numbers to 1,000  I can count in forwards and backwards multiples of 50s. | **Number: Addition and Subtraction**  I can add numbers mentally to a 3 digit number:  - a 3 digit number and ones - a 3 digit number and tens - a 3 digit number and hundreds  I can subtract numbers mentally to and from a 3 digit number  - a 3 digit number and ones - a 3 digit number and tens - a 3 digit number and hundreds  I can add numbers with up to three digits, using formal written methods (column addition)  I can subtract numbers with up to three digits, using formal written methods  I can estimate the answer to a calculation and use inverse operations to check answers  **Children to be secure at mental addition and subtraction before bordering tens and hundreds.** | **Number: Multiplication and Division**  I can recall and use multiplication facts for the 3 times table.  I can recall and use multiplication facts for the 4 times table.  I can recall and use multiplication facts for the 8 times table. |
| **Representations and structure**  Part part whole, bar model, number track, number lines, hundred square, thousand squares, hundred booklet, place value chart  Place value counters, tens frame, base 10, bead strings. | **Fluency**  Automaticity of number bonds to apply to larger numbers.  **Representations and structure**  Part part whole, bar model, number track, number lines, place value chart  Place value counters, base 10, cubes. | **Fluency**  Automaticity of multiplication and division facts for the 3, 4 and 8 times tables.  **Representations and structure**  Hundred square, number lines, number tracks, sorting circles, tens frames, arrays, place value chart.  Numicon, counting objects, digit cards, place value counters, base 10.  \*equal groups of representations |

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| **Year 3** | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |

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| Spring | **Number - Multiplication and Division**  I can write and calculate mathematical statements for multiplication using the multiplication tables I know for 2 digit numbers x 1 digit numbers, mentally then progressing to formal written methods.  I can write and calculate mathematical statements for division using the multiplication tables I know for 2 digit numbers x 1 digit numbers, mentally then progressing to formal written methods.  I can solve problems involving scaling. | **Measurement: Length and Perimeter**  I canmeasure the perimeter of simple 2-D shapes | **Number: Fractions A**  I can recognise, find and write unit fractions of a discrete set of objects (with small denominators).  I can recognise, find and write non-unit fractions of a discrete set of objects (with small denominators).  I can recognise that tenths arise from dividing an object into 10 equal parts.  I can count up and down in tenths. | **Number: Fractions B**  I can recognise that a tenth is dividing one-digit numbers or quantities by 10 (tenths as decimals).  I can recognise, find and write unit fractions of a discrete set of number and quantities (with small denominators).  I can recognise, find and write non-unit fractions of a discrete set of number and quantities (with small denominators).  I can recognise equivalent fractions using diagrams and numbers.  I can compare and order unit fractions.  I can compare and order fractions with the same denominators.  I can add fractions with the same denominator within one whole.  I can subtract fractions with the same denominator within one whole. | | |
| **Fluency**  Automaticity of multiplication and division facts for the 3, 4 and 8 times tables.  **Representations and structure**  Hundred square, number lines, number tracks, sorting circles, tens frames, arrays, place value chart.  Numicon, counting objects, digit cards, place value counters, base 10.  \*equal groups of representations |  | **Fluency**  Can count in fractions (familiar fractions with small denominators).  **Representations and structure**  Bar model, shape, tangible objects, non-examples and examples (e.g. not two equal parts, compared to two equal parts), number line (with pictorial representations and fraction form and 0-1), part part whole. | | **Fluency**  Know that the decimal place is a fixed point.  Can count in fractions (familiar fractions with small denominators).  Can understand that when comparing unit fractions the smaller the denominator, the larger the fraction (e.g. ½ > 1/3).  Can understand that when comparing non-unit fractions, if the numerators are the same, they can apply their understanding of the denominator size (e.g. 4/7 > 4/8).  Can understand that when comparing fractions with the same denominator, the larger the numerator, the larger the part (e.g. 3/7 < 4/7).  Can understand that when the denominators are the same, normal rules of arithmetic apply (e.g. 3/7 + 2/7 = 5/7)  **Representations and structure**  Bar model, shape, tangible objects, non-examples and examples (e.g. not two equal parts, compared to two equal parts), number line (with pictorial representations and fraction form and 0-1), part part whole. |

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| **Year 3** | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |

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| Summer | **Measurement: Mass and Capacity**  I can measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) | **Measurement:**  **Money**  I can add and subtract amounts of money to give change, using both £ and p in practical contexts | **Measurement: Time**  I can tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks  I can estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o’clock, a.m./p.m., morning, afternoon, noon and midnight  I can know the number of seconds in a minute and the number of days in each month, year and leap year  I can compare durations of events [for example to calculate the time taken by particular events or tasks]. | **Geometry: Shape**  I can draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them  I can recognise angles as a property of shape or a description of a turn  I can identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle  I can identify horizontal and vertical lines and pairs of perpendicular and parallel lines. | **Statistics**  I can interpret and present data using bar charts, pictograms and tables  I can solve one-step and two-step questions [for example, ‘How many more?’ and ‘How many fewer?’] using information presented in scaled bar charts and pictograms and tables. | **Consolidation** |
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